Montana Content Standards for Workplace Competencies

Adopted October 2000

Contents

Introduction

Due to the explosive growth of technology and the globalization of commerce and industry, today's workplace demands that workers work smarter not harder. Thus, schools must help students acquire workplace skills by assisting them in developing the necessary intellectual abilities and personal traits that help them to secure and maintain employment in the business world. Schools should encourage students to use creative and critical thinking skills, which are transferrable from the classroom to the workplace and to the community.

In the schools, these workplace skills must build upon the basic skills, higher order thinking, and the practice of personal qualities that emphasize such things as respect and responsibility. Also, these workplace skills need to be taught and understood in an environment that accurately represents the realities of today's workplace.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points – at the end of grade 4, the end of grade 8, and grade 12.

Content Standard 1 – Workplace Resources – Students identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources.

Content Standard 2 – Interpersonal Workplace Skills – Students acquire and demonstrate interpersonal workplace skills.

Content Standard 3 – Workplace Information – Students acquire and use workplace information.

Content Standard 4 – Workplace Systems – Students demonstrate an understanding of how social, organizational and technological systems work.

Content Standard 5 – Workplace Technology – Students work safely with a variety of workplace technologies.

Content Standard 6 – Workplace Readiness/Life & Career Planning – Students acquire and demonstrate skills in life and career planning and workplace readiness.

WORKPLACE COMPETENCIES CONTENT STANDARD 1

(1) To satisfy the requirements of workplace competencies content standard 1, a student must identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 FOR END OF GRADE 4

(1) The benchmark for workplace competencies content standard 1 for a student at the end of grade 4 is the ability to:

(a) manage time effectively (e.g., assignment notebook, calendar) ;

(b) use basic monetary skills;

(c) acquire, store, allocate, and use materials or space (e.g., supplies, notebook); and

(d) manage personal resources.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 FOR END OF GRADE 8

(1) The benchmark for workplace competencies content standard 1 for a student at the end of grade 8 is the ability to:

(a) create and manage plans/schedules with specific timelines that take into account constraints, priorities, and goals;

(b) practice maintaining personal financial records;

(c) acquire, store, allocate, and use materials or space; and

(d) manage personal and team resources to achieve personal and team goals.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 UPON GRADUATION

(1) The benchmark for workplace competencies content standard 1 for a student upon graduation is the ability to:

(a) select goal-relevant activities, rank them, allocate time, and prepare and follow schedules;

(b) use or prepare budgets, make forecasts, keep records, make adjustments to meet objectives, and evaluate financial records;

(c) allocate and evaluate time, materials, facilities, and resources to set and achieve goals; and

(d) assess skills and distribute work accordingly, evaluate performance, and provide feedback toward the accomplishment of personal and team goals.

WORKPLACE COMPETENCIES CONTENT STANDARD 2

(1) To satisfy the requirements of workplace competencies content standard 2, a student must acquire and demonstrate interpersonal workplace skills.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 FOR END OF GRADE 4

(1) The benchmark for workplace competencies content standard 2 for a student at the end of grade 4 is the ability to:

(a) practice one's role as an active and cooperative team player while recognizing individual differences and cultural diversity (e.g., be accountable for one's actions);

(b) demonstrate a learned skill to peers (e.g., give a "how to" demonstration);

(c) identify and practice leadership skills (e.g., team leader, class officer, class job);

(d) identify and practice negotiation skills and conflict resolution in structured situations; and

(e) practice basic customer and electronic etiquette (e.g., roleplay, order from a menu, appropriate e-mail language).

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 FOR END OF GRADE 8

(1) The benchmark for workplace competencies content standard 2 for a student at the end of grade 8 is the ability to:

(a) use a variety of skills to work as a member of a team while recognizing individual differences and cultural diversity (e.g., listening skills);

(b) demonstrate a learned skill and teach others;

(c) demonstrate leadership skills by making positive use of rules, regulations, and policies of schools and community;

(d) work toward agreements that include exchanging specific resources or resolving divergent interests in structured and unstructured situations; and

(e) practice positive interpersonal communication skills (e.g., customer service, electronic etiquette, community service project).

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 UPON GRADUATION

(1) The benchmark for workplace competencies content standard 2 for a student upon graduation is the ability to:

(a) practice various roles required as a member of an effective team while recognizing individual differences and cultural diversity;

(b) demonstrate and teach a learned skill including performance evaluation of self and others in this process;

(c) communicate ideas to justify position, persuade and convince others, and responsibly challenge existing procedures and policies;

(d) practice and evaluate negotiating process including researching, goal setting, presenting, listening, clarifying, adjusting, and compromising; and

(e) practice and evaluate positive service skills (e.g., resolving misunderstandings, consumer complaints).

WORKPLACE COMPETENCIES CONTENT STANDARD 3
    (1) To satisfy the requirements of workplace competencies content standard 3, a student must acquire and use workplace information.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 FOR END OF GRADE 4
    (1) The benchmark for workplace competencies content standard 3 for a student at the end of grade 4 is the ability to:
    (a) identify a variety of sources that provide workplace information;
    (b) organize information using systematic methods (e.g., assignment book, alphabetizing, calendar);
    (c) use a variety of methods (e.g., oral, written, graphic, pictorial, multimedia) to complete a task; and
    (d) access and organize information from print and electronic sources.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 FOR END OF GRADE 8
    (1) The benchmark for workplace competencies content standard 3 for a student at the end of grade 8 is the ability to:
    (a) identify the need for and obtain data in order to make informed decisions in the workplace;
    (b) organize and maintain written or computerized records using systematic methods;
    (c) select and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia); and
    (d) acquire, organize, communicate, process, and analyze information from print and electronic sources.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 UPON GRADUATION
    (1) The benchmark for workplace competencies content standard 3 for a student upon graduation is the ability to:
    (a) gather, compile, and analyze data from a variety of sources and evaluate relevance and accuracy in making informed decisions in the workplace;
    (b) organize, process, analyze, and maintain written and computerized records and other forms of information using systematic methods;
    (c) select, analyze, and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia); and
    (d) acquire, organize, communicate, process, analyze, and evaluate information from print and electronic sources.

WORKPLACE COMPETENCIES CONTENT STANDARD 4

(1) To satisfy the requirements of workplace competencies content standard 4, a student must demonstrate an understanding of how social, organizational, and technological systems work.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 FOR END OF GRADE 4

(1) The benchmark for workplace competencies content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify components of family, school, and community systems encountered in daily life;

(b) identify and model how components of systems interact (e.g., roleplay, class jobs); and

(c) work within a system (e.g., team, study group, group structure, classroom rules, mechanical model).

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 FOR END OF GRADE 8

(1) The benchmark for workplace competencies content standard 4 for a student at the end of grade 8 is the ability to:

(a) describe and illustrate a system (e.g., relationships among self, family, school, community);

(b) analyze how a system works (i.e., input, process, output, feedback, performance improvement); and

(c) design and work within a system (e.g., committees, student council, mock government, simple electrical circuit) to manage, control, and improve performance.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 UPON GRADUATION

(1) The benchmark for workplace competencies content standard 4 for a student upon graduation is the ability to:

(a) evaluate quality and performance of a variety of systems (e.g., impact of technology on production);

(b) practice and analyze principles of successful system management considering external factors and planning for uncontrolled variables (e.g., balance professional and personal lives); and

(c) design, evaluate, and refine a system composed of subsystems (e.g., community service project, peer mediation, web page design).

WORKPLACE COMPETENCIES CONTENT STANDARD 5

(1) To satisfy the requirements of workplace competencies content standard 5, a student must work safely with a variety of workplace technologies.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 FOR END OF GRADE 4

(1) The benchmark for workplace competencies content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify and select information sources using technology;

(b) solve problems both individually and with others;

(c) prevent or identify and solve problems using technology;

(d) discriminate between responsible and irresponsible use of technology; and

(e) identify and demonstrate appropriate care of technological tools.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 FOR END OF GRADE 8

(1) The benchmark for workplace competencies content standard 5 for a student at the end of grade 8 is the ability to:

(a) use technology for learning, communications, and productivity;

(b) use technology to observe, analyze, interpret, and draw conclusions;

(c) prevent or identify and solve problems using technology;

(d) acknowledge others' rights and practice responsible use of technology; and

(e) manage and maintain technological tools and follow troubleshooting protocol.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 UPON GRADUATION

(1) The benchmark for workplace competencies content standard 5 for a student upon graduation is the ability to:

(a) choose procedures and technology to complete a task;

(b) create new knowledge by evaluating, combining, and extending information using multiple technologies;

(c) prevent or identify and solve problems using technology;

(d) practice and advocate ethical behavior in the use of technology; and

(e) manage and maintain technological systems and follow troubleshooting protocol.

WORKPLACE COMPETENCIES CONTENT STANDARD 6

(1) To satisfy the requirements of workplace competencies content standard 6, a student must acquire and demonstrate skills in life and career planning and workplace readiness.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 FOR END OF GRADE 4

(1) The benchmark for workplace competencies content standard 6 for a student at the end of grade 4 is the ability to:

(a) describe how current learning relates to life and career development;
(b) demonstrate positive ways of performing work activities;
(c) describe how decisions affect self and others;
(d) describe various lifetime roles (e.g., friend, student, leader, worker, family member);
(e) explore and discuss a variety of occupational clusters (e.g., health, science) and their contribution to society; and
(f) describe and demonstrate the importance of personal goal setting and planning.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 FOR END OF GRADE 8

(1) The benchmark for workplace competencies content standard 6 for a student at the end of grade 8 is the ability to:

(a) identify how the skills taught in school subjects are used in various life roles and occupations;
(b) demonstrate personal qualities (e.g., dependability, punctuality, cooperation) that are needed to get and keep jobs;
(c) identify possible outcomes and consequences of decisions;
(d) recognize and describe the interrelationships of lifetime roles of family, community, work, and leisure roles;
(e) locate, explore, and evaluate a variety of occupations not limited by stereotypes, bias or traditional roles; and
(f) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative life and career goals.

BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 UPON GRADUATION

(1) The benchmark for workplace competencies content standard 6 for a student upon graduation is the ability to:

(a) describe how skills developed in academic and occupational programs relate to life and career planning;
(b) display workplace readiness skills (e.g., responsibility, sociability, self-management, job-seeking skills);
(c) demonstrate decision making and problem-solving skills;
(d) describe and evaluate life and career choices and the effect on family and lifestyle;
(e) discuss and demonstrate strategies to overcome bias and stereotyping in the workplace; and
(f) develop, evaluate, and adjust life and career plans.